Self-Reg Competencies Rubric

The Self-Reg Competencies Rubric is intended for use by individuals who are well versed in Self-Reg and who co-regulate others. This rubric can be used to identify an individual's progression along their Self-Reg journey.

	EMERGING	DEVELOPING	APPLYING	EXTENDING
Step 1: *Reframe the Behaviour*	Explores examples of excessive stress. Considers difference between misbehaviour and stress-behaviour.	Recognizes some signs of excessive stress. Recognizes some examples of stress-behaviour.	Reads the signs of excessive stress and reframes behaviour. Distinguishes between misbehaviour and stress-behaviour.	Reads and reframes behaviour in self and others while applying all 5 steps of The Shanker Method® of Self-Reg.
Step 2: *Recognize the Stressors*	Understands that there are many different kinds of stressors. Understands that in Self-Reg we look for stressors in 5 different domains: Biological, Emotion, Cognitive, Social and Prosocial.	Looks for significant stressors in all 5 domains. Understands that stressors from different domains interact with and exacerbate each other.	Identifies significant stressors in all 5 domains. Analyzes and describes how stressors from different domains interact with and exacerbate each other.	Identifies and analyzes significant stressors as part of a dynamic 5 domain system in self and others while applying all 5 steps of The Shanker Method® of Self-Reg.
Step 3: *Reduce the Stress*	Understands that there are stressors in an individual's environment that influence their self-regulation and can be reduced.	Understands that stressors in all 5 domains can be identified and reduced or removed.	Applies strategies to reduce or remove stressors in all 5 domains of Self-Reg.	Lowers the stress load experienced by self and others by taking action to reduce and remove identified stressors as part of the application of the 5 steps of The Shanker Method® of Self-Reg.
Step 4: *Reflect: Enhance Stress-Awareness*	Understands that quiet is not the same thing as calm. Recognizes that many individuals do not know what calm feels like.	Begins to notice what "calm" feels like and to recognize genuine calm and some of the other arousal states in self and/or others.	Applies developmentally-appropriate approaches to learn or teach what calm feels like and to become aware of the experience of all the arousal (stress) states.	Applies individual and "whole group appropriate" strategies to enhance stress awareness while applying all 5 steps of The Shanker Method® of Self-Reg.
Step 5: *Respond: Develop Personal Strategies to Promote Restoration and Resilience*	Understands that strategies to restore energy and to cope with/adapt to stressors is unique for each person, not a one-size-fits all process.	Identifies the practices that are restorative to personal energy stores for self or others. Identifies existing adaptive (and maladaptive) coping strategies to respond to excessive stress.	Applies adaptive coping strategies from the personal/individual Self-Reg toolbox to respond to excessive stress. Applies personal strategies to restore energy.	Builds own, or supports another to build a personally meaningful toolbox of Self-Reg strategies to promote restoration and resilience as part of applying all 5 steps of The Shanker Method® of Self-Reg.
"Take it Personally"	Understands that everyone, including parents and teachers, has a limbic system and experiences various arousal states throughout the day.	Reflects on the part personal triggers (stressors) have played in a stressful situation or an experience with another individual or group. Reflects on personal self-regulatory strengths and areas for growth.	Reflects during, as well as after, a stressful experience on own triggers. Demonstrates awareness of own self-regulatory strengths and areas for ongoing development.	Practices all 5 steps of The Shanker Method® of Self-Reg.